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MANAGING BASIC EDUCATION

Developing Local Government Capacity

PROJECT REPORT AND UPDATED WORKPLAN

June 2005

RTI INTERNATIONAL

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LIST OF ABBREVIATIONS

ALPS	Active Learning through Professional Support Program (British ODA – 1980 – 1993, a predecessor of current basic education programs)
APBD	District (or Province) Local Government Budget
AusAID	Australian Aid Agency
Bappeda	Local Development Agency (District and Province Level Governments)
Basic Education	Comprises both primary and junior secondary school levels
Bupati	District Head
CBC	Competency Based Curriculum
CLCC	Creating Learning Communities for Children (UNESCO, UNICEF Basic Education program)
CLGI / YIPD	Center for Local Government Innovation / Yayasan Inovasi Pemerintahan Daerah (USAID assisted agency)
DC	District Coordinator (of MBE program)
Dewan Pendidikan	Education Board (District and Province Levels)
Dinas Pendidikan	Education Office of Local Government (District and Province Levels)
DPRD	Local parliament (District and Province Levels)
GOI	Government of Indonesia
IAPBE	Indonesia-Australia Partnership for Basic Education (AusAID funded Basic Education program)
IR	Intermediate Result
Kabupaten	District (other than municipality)
Kecamatan	Sub-district
KKG	Teachers' Working Group (MONE primary schools)
Kota	Municipality (town)
Madrasah	Islamic School
MGMP	MONE Secondary School Subject Teachers' Discussion Group
MI, Madrasah Ibtidayah	Islamic primary school
MoNE	Ministry of National Education
MORA	Ministry of Religious Affairs
MTs, Madrasah Tsanawiyah	Islamic junior secondary school
NZAID	New Zealand Aid Agency
PAKEM	Active, creative, effective, joyful learning
RAPBS	School Budget
RPS	School Development Plan
SBM	School Based Management
SD	Conventional primary school
SMP	Conventional junior secondary school

MANAGING BASIC EDUCATION

Project Report and Updated Workplan[1]

This report summarises the main activities of the second year of the project and provides general information about the project, current at the time of the report. It does not provide details of individual activities which have been reported in the quarterly reports submitted to USAID, but aims to be more analytical, to discuss the lessons learned and how these will be incorporated in future activities. A summary of future activities (an updated work plan) is also provided

1 General Information about the Project

1.1 The Geographical Scope of the Project

The project started in February 2003 has expanded in three phases to cover 20 districts in Central and East Java as follows:

	Phase 1 - May 2003	**Phase 2 - May 2004**	**Phase 3 - May 2005**
CENTRAL JAVA	Kab. Pati *Kab. Batang*[2]	Kab. Banyumas Kab. Kebumen	Kota Magelang Kab. Purworejo Kab. Semarang Kab. Purbalingga Kab. Sukoharjo
EAST JAVA	Kab. Pacitan Kab. Probolinggo Kab. Banyuwangi	Kota Madiun Kab. Blitar Kota Batu	Kota Pasuruan Kab. Situbondo Kab. Trenggalek Kab. Nganjuk Kab. Magetan Kab. Malang

The 11 third phase districts were chosen in March - April 2005 from 20 districts which submitted expressions of interest to be included in the MBE program. The districts chosen were those showing a commitment to developing effective local government and more especially developing basic education.

1.2 Scope of Project Inputs

The project inputs focus on four main areas, the first two working with district level education management, the second two working with stakeholders in selected target schools. The four areas are as follows:

A. District Level

1. Data collection, analysis and planning
2. Formula funding to support school based management

B. School and Community Level

3. Developing School Based Management (SBM) and increasing Community Participation
4. Improving the Quality of Teaching and Learning

Below is a summary of activities in each of these main areas since the previous annual report, followed by a summary of lessons learned with implications for future planning.

[1] The previous annual report was until 31 March 2004. As this report is being written in May 2005 it will encompass the period up to the date of writing in order to make it a current as possible.

[2] MBE also worked from May 2003 to August 2004 in Batang district. It then ceased activities there by mutual agreement with the district.

1.3 Selection of Target Sub-Districts and Schools:

The project is focusing its activities primarily on two sub-districts within each district[3]. In general one is more urban and one more rural in nature, in order to build models which are widely applicable and can be disseminated by local governments. Within these sub-districts the project is working more intensively with 20 schools to develop models of school based management, community participation and improved teaching. The schools include both conventional and religious (madrasah), public and private, primary and junior secondary schools. A list of target sub-districts and schools in attached in annex 1.

1.4 Induction of New Districts

1.4.1 Orientation Workshops

The selection of each group of districts has been followed by an orientation workshop. For the phase 2 districts this was held in from 16 -18 June 2004 in Probolinggo and for the phase 3 districts from 11 – 13 May 2005 in Batu. The participants from each district included members of local government, local democratic institutions and from school and community level. There were also representatives from each province, East and Central Java and the Ministry of National Education. The workshop was designed to inform the participants about the program and give them the opportunity to voice their ideas. Resource persons from the previous phase program districts were invited to talk about their implementation of the program. They were held in MBE districts in order that the participants could visit MBE school, which are implementing school based management and quality improvement. The draft MOU between the project and the Bupati (district head) was also discussed.

1.4.2 Study Visits

The orientation meeting was (or in the case of the phase 3 districts) will be followed up by longer study visits to MBE districts and schools so that districts can get a direct impression of the changes taking place under MBE.

1.5 Lessons Learned on Selection of Districts and Sub-Districts

Lessons learned identify strengths or weaknesses in project implementation that affect project activities, outcomes, and impact. Lessons may arise from formal planned activities or from unexpected and unplanned outcomes from MBE activities. Lessons learned are based on project monitoring and on direct field experiences. Based on this, generalisations are drawn from specific circumstances that can be applied to other contexts in MBE or in other similar projects.

Visitors to MBE areas are generally struck by the enthusiasm and commitment of local partners at district, sub-district and school levels. Our consultants, many with considerable experience of working in similar projects, have been surprised by the rapid take-up of new ideas and the speed with which a visible impact has become apparent in schools and districts. This is due to the careful selection of districts from those which have a commitment to the kinds of change being promoted by MBE. A key factor in achieving a successful impact is the commitment of Dinas Pendidikan. The selection of new districts has been very much demand driven. Two districts which were rejected during phase 2 selection in 2004 were accepted for the third phase in 2005 because they showed significantly increased commitment. Indications are that this increased commitment is linked to the previous rejection.

In the selection of districts it has been possible, partly coincidentally, to choose districts for the third phase which are near to phase 1 and 2 districts. As there is now a heavy emphasis on the earlier phase districts being used as a resource to support the third phase districts – both through study visits and by using their experienced and successful trainers – this pairing of districts should prove very beneficial.

[3] In the case of three of the municipalities: Batu, Madiun and Pasuruan, the program is working all of their three sub-districts but still in 20 schools. In Probolinggo the program is also working in three sub-districts.

In many previous programs, especially those supported by the multi-lateral donors, the emphasis on poverty alleviation has often meant that innovations are tried first in outlying and often marginal areas without being tried previously in the core areas of the district. This is problematic from two points of view. Firstly conditions in many outlying areas do not support innovation – schools are in poor condition and understaffed, teachers are in many cases those unable to find employment in more favourable areas and communities are often too focused on basic subsistence to offer much support to their children's schools. Secondly, the intellectual opinion and, of course, local government leaders are normally situated in the more central areas of the district. Change is more likely to take root and be disseminated if it is established in these more central and strategically located areas first and then disseminated to more remote and difficult areas. This is backed up by experience in MBE, where target sub-districts include both urban and rural areas, but are chosen strategically by local government with a view to later dissemination.

Study visits have been very effective in introducing districts and schools to the program and raising awareness. It is noticeable how much more quickly the second phase districts have learnt and instituted changes compared to the first phase districts – apparently because they were able to view at first hand the changes in practice.

2 District Level Management

The main activities which have taken place in the four phase 1 and five phase 2 districts since April 2004 are as follows:

	Phase 1 Districts	Phase 2 Districts
April 2004	Formula Funding Workshop	
May	Student Testing	Student Testing
June		
July		
August		
September	Annual Progress Monitoring	Initial District Surveys
October		School Mapping Workshop
November		Data Collection
December		Formula Funding Workshop
January 2005	Data Collection, Mapping and Analysis in Pati	
February	Data Collection, Mapping and Analysis in Pacitan	School Mapping Analysis Workshop
March	Support for Formula Funding preparation in Banyuwangi	Support for Formula Funding preparation in Madiun
April		Support for district planning in Kebumen (ongoing)
May		

2.1 Data Collection, Analysis and Planning

MBE undertakes four major data collection activities to support its activities in districts and in schools. These activities include

1. The collection of baseline data by MBE consultants at the time new districts join MBE
2. Supporting districts to undertake school data collection ('mapping') on an annual basis
3. Testing student's earning achievements on an annual basis
4. The annual monitoring and evaluation of project implementation.

Details of the baseline data, student testing and monitoring are included in section 4 on monitoring.

2.1.1 Mapping

School mapping activities were implemented in Phase1 and Phase 2 districts in 2004 as a strategy to support district level planning. The initial experience of these mapping activities has led to a range of planned improvements that are proposed for Phase 3 districts. These are: (1) the range and quantity of data collected needs to be strictly managed in relation to need and experience of each district to ensure that irrelevant data is not collected and that the opportunity for good quality analysis and application is not compromised; and (2) the focus must move from 'mapping' to 'mapping for planning purposes' and this requires more attention to data presentation and analysis.

Consultants now have a better appreciation that mapping based on only two sub districts is not effective for district level planning which requires data that includes all sub districts and all schools. Therefore, it is planned to provide technical support to districts that focuses on principles of mapping in order that it can be applied to data collection involving all schools and sub districts.

2.2 Formula Funding

MBE has been promoting a more transparent and equitable means of distributing funds to schools that reflect local needs, student numbers and other relevant factors. After MBE training, districts develop their own formulas and two districts, Pacitan and Pati, have distributed money based on their formula in 2004. In 2005, two additional cities – Madiun and Batu - have implemented formula funding and at least two others, Banyuwangi and Kebumen, are well advanced in planning to implement formula funding this year.

There is good evidence of a growing understanding among district officials of the need for a more systematic, transparent and equitable approach to funding, and in turn, the need for good quality data to support this process. One key lesson for the acceptance of formula funding, however, is the need to ensure that districts explain the formula and its application to schools. Without this clarification, there is a risk that otherwise good funding processes will be misunderstood and rejected.

2.3 Lessons Learned

One key lesson is the underlying importance of district level leadership and commitment which is evident in many of our districts. In some cases, this leadership is quite 'fragile' and rests with a small number of key people. MBE is working to address this problem as best it can. One practical way is by encouraging broad participation in MBE training and district-based activities so that there is a depth of understanding about the project and its goals within district administrative structures and communities.

The foundation for district level planning is the collection of reliable and valid data that can be analysed and used in the planning process. Consultants are beginning to appreciate the complexities that this planning requirement presents. The quality of district-level data is often not satisfactory and is not normally well-used for planning purposes. In addition, the plans that do exist are not strongly linked to data, previous plans or to longer-term strategic plans. Therefore, greater attention will be given to gathering better quality data, to data analysis and presentation , and to its use in preparing district education plans.

As a result of the school mapping and rationalisation of primary schools, a considerable number of multi-grade schools have been established in Pacitan district. To make these effective MBE will provide training to teachers and other stakeholders in these schools.

To be of practical value, lessons learned must be linked to some kind of action plan. Such an approach is shown in Annex 5: *Inventory of Lessons Learned*. Key lessons listed are those evaluated as having a significant impact on future project implementation success.

3 School and Community Level Activities

3.1 Summary of Activities

The main activities which have taken place in the four phase 1 and five phase 2 districts since April 2004 are as follows:

	Phase 1 Districts	Phase 2 Districts
April 2004		
May	Training of District Facilitators 2	
June		
July		
August		Training of District Facilitators 1**
September	Training of District Facilitators 3	School Based Management Training 1** Training of District Facilitators 3*
October	Training of District Facilitators 3 (cont.)	Training of District Facilitators 3 (cont.)
November		PAKEM training 1** School Plan Training
December		PAKEM training 1 (cont.)** School Plan Training (cont.)**
January 2005		
February	PAKEM Training 3**	
March		Training of District Facilitators 2
April		School Based Management Training 2** PAKEM training 2**
May		

Notes

*The district facilitators took part in the third phase of the PAKEM training, although they only just received their first training, as it was considered that the package would serve as enrichment to their first training and was not dependent on having done the second training package. The third training package was delivered by subject and took place over a period of a month (3.5 days per subject).

** This training took place for all the target schools in each district. The School Based Management training also included unit Community Participation and PAKEM and was attended by five participants from each school (the principals, two teachers and two school committee members). The PAKEM training was attended by the principal and all the teachers from primary schools and the principal and 10 teachers (2 x 5 core subjects) from junior secondary schools.

These activities have been supported by study visits to schools exhibiting good practice, on-the-job training by district facilitators and teachers working for extended period in schools other than their own, which are implementing good practice especially in PAKEM. They are also supported by regular teachers' working groups activities (KKG for primary schools and MGMP for junior secondary schools) which take place regularly with MBE support in program school clusters.

3.2 Training Materials

Three training packages have been prepared to support the first, second and third rounds of School Based Management, Community Participation and PAKEM training. The packages have been developed jointly with the CLCC and IAPBE programs. The first package was largely developed by CLCC before the advent of MBE, but the second and third packages have been developed under the lead of MBE. The contents of the packages are summarised below.

	Package 1	Package 2	Package 3
SBM	What is SBM? Making School Budgets and School plans The Role of the Principal and Supervisor in leading Professional Development	Review of the SBM Program in each school Developing the Role of the School Committee	
Community Participation	Community Participation in Education Creativity in Gathering Resources Public Accountability	Developing the Role of the Community in Supporting Learning	
PAKEM	What is PAKEM? Developing PAKEM lessons Creating a Good Learning Environment Implementing the Teacher Working Groups	Designing PAKEM lessons: • Modelling good activities • Questioning Skills • Class Organisation • Cooperative Learning Practical Teaching On-the-Job Training	Keeping a Learning Journal The Competency Based Curriculum (CBC) Scanning the Curriculum Subject Based Learning Approaches Planning based on the CBC Assessment and Evaluation
Other	Developing Monitoring Indicators	Developing Student Potential: Gender Issues Monitoring the Impact of the Training	

Notes about the training packages:

- The third package is especially focused on PAKEM and has technical sections covering specific approaches to learning the core subjects.
- The packages have been designed to be used in a flexible manner – either in a period of extended training or in a series of short one day training periods.
- The training packages are supported by a number of books of lesson plans / ideas for lessons.

3.3 Lessons Learned

3.3.1 Leadership

Our consultants have made visits to all the target schools in the various sub-districts, in some occasions visiting all of them in one sub-district within one or two days. The quality of the training program and its delivery is clearly important, especially to the extent it responds to the real needs of schools and communities. In this respect the program is clearly responding to the needs of many school principals, community members and teachers, who are implementing enthusiastically the ideas propagated by the MBE program. However, there remains the question: 'Why do certain teachers, schools, sub-districts and even district perform better then other?' This is a key issue, as certain schools, in some cases even before they receive formal training – but after they have made study visits to other MBE schools – made significant changes and rapid progress, while others make only superficial changes if any. In some cases – notably in Kebasen, Banyumas – almost all the schools in a sub-district have made good visible progress.

The telling factors in ensuring the impact appear to be linked to leadership:

- Leadership from district / sub-district government staff, especially in Dinas Pendidikan, which encourages schools to change. It is best if this is supported by concrete measures, e.g. the head of sub-district Dinas Pendidikan in Kebasen has monthly displays of children's work from MBE schools in his office. In Krucil, Probolinggo, the head of sub-district Dinas Pendidikan has run

workshops with his school principals to help them make school development plans. Leadership from active school supervisors is also effective in the same way.

- Leadership from school principals is a key factor in individual schools. A common sign of effective leadership is consistent development throughout the school with most or all classrooms showing similar signs of development.
- The style of leadership is important. Successful leadership is almost always signalled by its openness and inclusiveness. These leaders involve others including teachers and community members in decisions making, readily delegate authority to others and lead by example – not afraid of getting 'their hands dirty' by working in the classroom and with the community.
- Training of multiple stakeholders is a fundamental principle of all training given by MBE. At district level this means including legislative and executive personnel and other interested parties such as the Dewan Pendidikan. At school level this means training principals, school committee members, teachers and school supervisors together. The reasons for this (i) to develop a common understanding of the issues; (ii) to reach agreement on the solutions and (iii) to develop mutual support in implementing these solutions. Training groups of stakeholders separately has the opposite effect: *that is your problem – solve it yourself (don't expect us to help!)*

3.3.2 Alternative Forms of Training

Training workshops remain an essential element of the school and community development program, as they give the opportunity for discussion and reflection as well as receiving new ideas. However, they are most effective if supplemented by school level training in the form of:

- Focused study visits, where participants visit good schools and spend sufficient in the schools to observe and learn in more depth about the changes that have taken place;
- Longer term visits to schools, often spending several days in the class of an effective teacher. (Several teachers and principals have benefited from extended visits to Sekolah Madania, a National Plus School in Bogor)
- On-the-job training (mentoring) by district facilitators. In this cases the facilitators help teachers with their lesson preparation, observe them teach the lesson and discuss the results of the lesson.

While not all teachers may be able to take part in these visits, if key players – school principals, teachers, supervisors, local government staff, school committee members – are chosen to take part, they can be influential in introducing new ideas into the system.

It is hoped that the planned overseas visits for a number of personnel will have a similar effect. The impact of such overseas visits during previous projects, notably the Active Learning through Professional Support (ALPS) Project in the 1980s and early 1990s are still being felt, as a number of our key national trainers gained benefits from those visits.

3.3.3 Coping with Expansion

In the early stages of the program training was heavily dependent on a team of 'national trainers'. These national trainers consist of a number of consultants, staff of the Curriculum Development Centre with experience in previous similar programs and a number of school supervisors, principals and teachers with experience in previous programs (ALPS, CLCC) or who have graduated from MBE itself. With the expansion of the program this number is not sufficient to supervise the training all the districts. For the early stages of PAKEM training it is necessary to support the 12 local district facilitators with six national trainers (one for each subject – Bahasa Indonesia, Mathematics, English, Science, Social Studies – and one for the early grades of the primary schools). With the number of districts participating in the program it is becoming necessary to train five or six districts at the same time. In order to cope with the increasing burden of training it is clearly necessary to recruit a larger pool of trainers.

Fortunately, the phasing of the program has provided MBE with a pool of good district facilitators in the 9 first and second phase districts. By observing the implementation of training in these districts and the implementation of SBM and PAKEM in the facilitators' school the program has identified a pool of facilitators who will be able to act as trainers outside their own district. A list of these trainers is attached in Annex 2. Discussions have take place with CLCC with a view to making a consolidated list of trainers which could be used by the province for dissemination purposed. It should be added that increasing the role of the trainers from the districts supports long term sustainability. Additionally many of these trainers, being day-to-day practitioners have a high level of credibility with the trainees.

3.3.4 Training Support Materials

The three training packages already prepared are designed to be used flexibly and are being used to disseminate the MBE program within districts, often through short training programs. For the future we feel that it may not be useful to produce a fourth package to be used in its entirety. The needs for future training include:

- Reviews of developing practice and stories of best practice in the areas of SBM, PAKEM and community participation;
- Developing practical teaching based on the best practice in the field. More subject specific material with good teaching ideas is needed. Many of the current materials have been prepared by consultants and are sometimes slightly remote from teachers' real needs, whereas it is clear from monitoring work in schools that there are many examples of good practice in classrooms, which respond to these real needs. MBE has already started documenting these in written and pictorial form and in video and will base future collections of teaching ideas on real examples from the field, including samples of children's work;
- Discussion of specific topics related to SBM, PAKEM and community participation – examples of 'hot' topics include assessment and evaluation of children's work, integrated learning and using parents in classrooms;
- Developing the role of the teachers' working groups.

The first two of these need be the core of training activities and be repeated regularly introducing new ideas each time and reinforcing those already introduced.

3.3.5 District Facilitators

The district facilitators (trainers) are a key element in the school and community training program, as they provide both out of school and on-the-job training. They are also used by district governments to disseminate the program to non-target schools. Some districts have already selected and trained second-line teams of trainers. The teams are drawn from school supervisors, principals and teachers and sometimes include local government staff and school committee members. The mix of supervisors, principals and teachers is important, as the first two bring authority to the teams in delivering training, while the latter bring current hands-on classroom experience.

Selection of suitable trainers has in past programs been tainted by nepotism and favouritism with the result that many trainers have lacked the ability to conduct training programs successfully. MBE has adopted a selection process which asks for nominations from local government. The candidates have then been tested and interviewed before a selection is made. A success rate of over 50% has been apparent in all districts, sometimes considerably more, but this leaves a considerable residue of less successful trainers, who are in some cases less expert than the participants in the training and sometimes do not apply in their own schools and classrooms what they preach in the training.

It has been decided to try out a new approach to the selection of district facilitators in the eleven phase 3 districts. It has been decided to delay their selection until after the first SBM and PAKEM training has been implemented and participants have had time to start to apply it in their schools. The selection will then be made from those who show promise during the training and apply the training well in their schools. As some of the trainers are normally chosen from outside the MBE target schools, MBE

will offer local government the chance to nominate ten participants from outside MBE schools – probably from non-MBE sub-districts – who can then be considered as candidate facilitators.

3.4 Teacher Training Universities

Several of our consultants are drawn from the teacher training universities in Malang and S emarang. It had been planned to build up relations with these universities in order to develop more local training capacity. However, time and resource constraints (our consultants and trainers have been very busy in the field) have meant that no activities has taken place to date. As the DBE program will be working in this area with these universities and MBE is fully occupied with expansion to new districts, it is proposed to postpone activities with the universities in order to concentrate on core program activities.

4 Monitoring

4.1 Summary of Activities

MBE project performance indicators have been agreed with USAID. The aspects of the MBE being monitored can be divided into the following areas:

- **District Level**: District management and funding of education
- **School Level**: School management, community participation, teaching and learning processes and student performance
- **Project inputs**: Mainly number and kind of trainees. These are to be recorded on USAID's traiNet.

Project inputs are being tracked on a monthly basis with returns on local training activities being sent in from the District Coordinators to supplement records of national training activities recorded at the centre.

Profiles of district and school level performance are being tracked on an annual basis. As districts enter the program an initial (baseline) survey is conducted. This is updated on an annual basis. The district data is obtained by visits to district governments and the school data by visits to representative samples of schools in each district. The annual updating takes place in September. The data on student performance is gathered each year in May / June, which is the end of the Indonesian school year. The data is based on representative samples consisting of 6 primary and 3 junior secondary schools in each district (including madrasahs). The tests are in the core subjects, as follows:

Primary Schools (SD / MI)	Reading	Grade 1
	Bahasa Indonesia – reading and writing	Grade 4
	Mathematics	Grade 4
	Science	Grade 5
Junior Secondary Schools (SMP / MTs)	Bahasa Indonesia	Grade 8
	Mathematics	Grade 8
	English	Grade 8

The monitoring program – to date and planned – is as follows:

	Phase 1 districts	**Phase 2 districts**	**Phase 3 districts**
July – August 2003	Baseline survey		
May 2004	Baseline Student Testing (Primary Schools only)	Baseline Student Testing (Primary Schools only)	
August 2004		Baseline survey	
September 2004	Annual Progress Monitoring	Annual Progress Monitoring	
May 2005			Baseline survey

	Phase 1 districts	Phase 2 districts	Phase 3 districts
May 2005	Repeat Student Testing (Primary Schools only) First Testing (JSS[4])	Repeat Student Testing (Primary Schools only) First Testing (JSS)	Baseline Student Testing (Primary Schools and JSS)
September 2005	Annual Progress Monitoring	Annual Progress Monitoring	
May 2006	Repeat Student Testing	Repeat Student Testing	Repeat Student Testing
September 2006	Annual Progress Monitoring	Annual Progress Monitoring	Annual Progress Monitoring

As the program is due to finish in March 2007, there needs to be discussions with USAID about a possible final testing in 2007 and any other final monitoring requirements.

4.2 Baseline data collection

Baseline data collections were undertaken by teams of consultants who visited Phase 2 districts in August 2004 and Phase 3 districts late in May 2005. During the visits, data at both district and school level were collected, covering such issues as planning, resource use and efficiency, financing, school based management, community participation, and learning and teaching.

The main purposes of the surveys are to provide a general picture of conditions before MBE activities begin so as to provide a firm basis for monitoring MBE outcomes and impact against performance indicators that have been agreed with USAID.

The results of the Phase 2 survey were presented to USAID in August 2004 in a formal report titled *Initial District Surveys, Phase 2 Districts*.

It is expected that the analysis and presentation of results from the Phase 3 will be available by mid-July 2005.

4.3 First Annual Progress Monitoring

The first progress monitoring report was completed in September 2004. This report was on the progress of MBE implementation in the five phase one districts which had been receiving project inputs for just over one year. The purposes of this monitoring were to provide feedback on project inputs and outcomes so that activities in the extension phase could be adjusted if necessary. In addition, USAID and MBE were anxious to learn more about the implementation progress of MBE through a more carefully structured program of formal monitoring and evaluation.

Monitoring teams assessed progress at both district and school level. It was evident that clear changes had occurred in all of the five phase one districts. These changes demonstrate the enthusiastic commitment of all key stakeholders. The main conclusions and recommendations from this first monitoring are presented in the *Annual Progress Monitoring Report, September 2004, Phase 1 Districts* which has been submitted to USAID.

The monitoring was completed before discussions commenced on the re-alignment of MBE with the new USAID education strategy and the preparation of a more detailed monitoring framework and plan. The new education strategy is set out under two of USAID's intermediate result areas of decentralized school management and governance, and improved quality of learning and teaching. The monitoring plan, contained in the Managing Basic Education Performance Monitoring and Evaluation Plan Manual was completed and accepted by USAID in December 2004.

The status of the monitoring indicators as of September 2004 is attached in Annex 4.

[4] JSS – Junior Secondary Schools (SMP / MTs): The testing of junior secondary schools was delayed owing to the unavailability of suitable tests – MBE have designed their own tests. The primary school testing uses tests which were adapted form tests used under PEQIP (World Bank Primary Education Quality Improvement Project (1992 – 97), Basic Education Projects (World Bank) and CLCC.

4.4 Student Testing

Baseline testing of a sample of students in primary schools in all phase 1 and 2 districts was conducted in May 2004 and repeat testing has recently been conducted largely in the same schools in May 2005[5]. Baseline surveys of a sample of junior secondary schools in all 20 district and of primary schools in the 11 phase 2 districts were carried in May – early June 2005. A report of the 2004 testing, *Assessing the Impact ff the (MBE) Program on Stud ent Performance,* was submitted to USAID in June 2004. It is anticipated that the report on the recent testing will be submitted to USAID in July.

4.5 Issues, Lessons Learned

Testing students in Indonesia is generally seen as a means of providing students with a mark on their report as a sign of individual progress rather than assessing the efficiency of the system by comparing the achievements of schools and districts. MBE had hoped to involve the examination centre in the testing process in order to encourage such system evaluation. However, this would have been too costly that it was abandoned. This is possibly an avenue which could be explored by DBE.

As part of the effort to encourage local partners to identify changes that are expected to take place as a result of MBE interventions and to encourage the monitoring of these changes, most training ends with the drawing up of locally applicable monitoring indicators. As part of a further effort to train local staff in monitoring and help them appreciate its valu e, MBE is planning to involve local staff, in particular school supervisors and MBE district facilitators in the annual monitoring, particularly at school level. This will involve them in receiving training in using the monitoring instrument, gathering data and being involved in discussions on analysing and reporting the data. Experience from other programs has found this approach effective in raising involvement and awareness at local level. It will also enable MBE to survey a larger sample of schools.

5 Program Management and Review

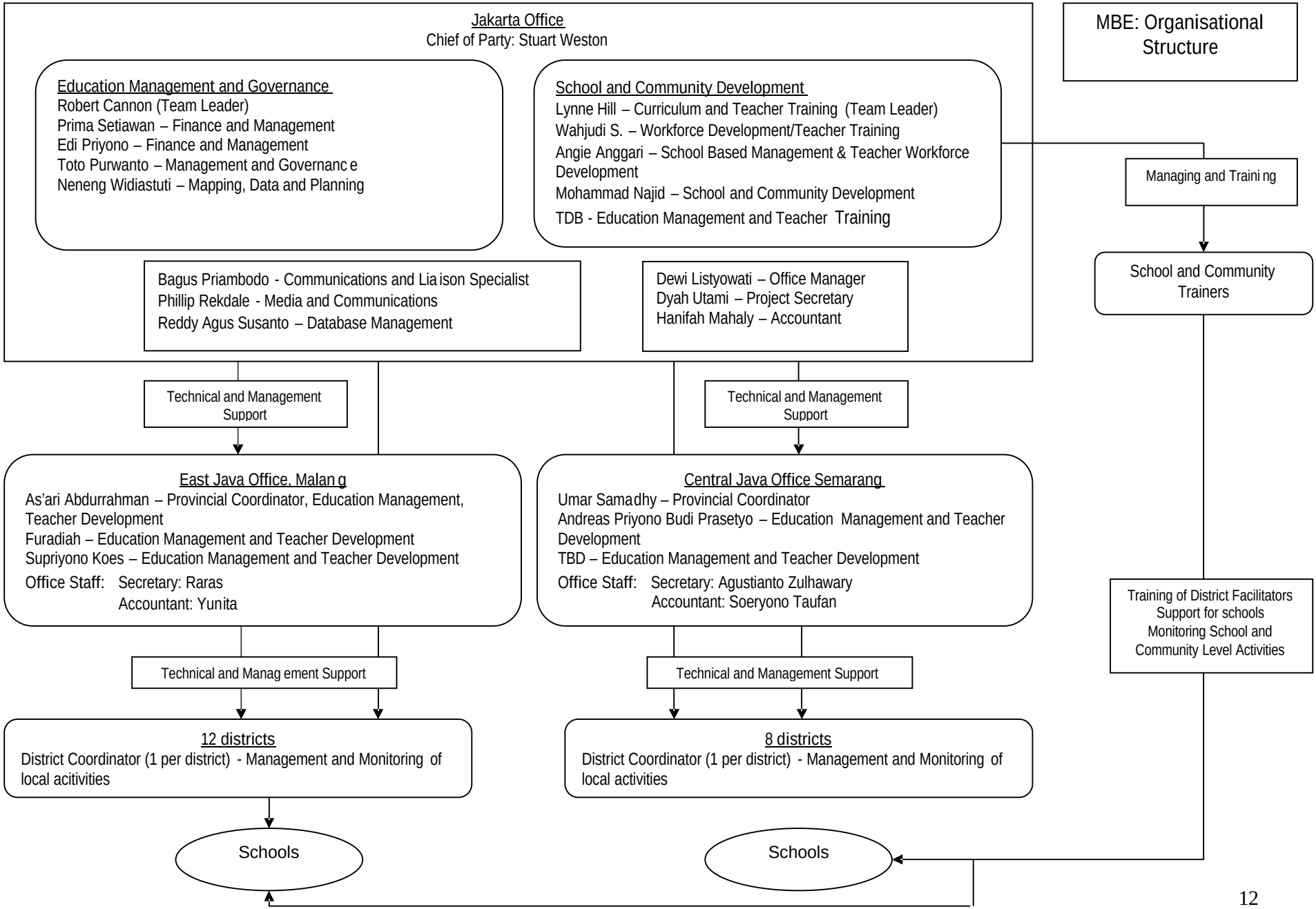
5.1 Program Management

MBE has a core group of consultants based at the centre and province and has district coordinators in each district. With the need to provide support at district level the presence of a strong and well staff provincial office, particularly in East Java, has proved invaluable, as has the presence of a district coordinator (DC). It has been essential to have a transparent process in appointing DCs in order to avoid favouritism and nepotism. This process involves open advertising in the press, shortlisting by a team from local government and MBE and joint interviews by local government and MBE. This has resulted in the appointment of competent staff who are professionally neutral and not beholden to any particular party in local government.

The staff of full-time consultants is relatively small. However, the program is able to call on a pool of national trainers and district facilitators to support the large amount of training which takes place, especially at school level. All of these personnel work on an occasional basis, according to MBE program needs. These same trainers and facilitators have been invaluable in fulfilling the need for additional personnel well versed in MBE activities to support monitoring and s tudent testing. In several cases this has resulted in a reallocation of time and funds to cover these needs.

An organisational chart of the project staff is shown on the following page.

[5] In the case of Blitar four non -project schools were tested in error during the baseline testing. These have been replaced by similar MBE program for the repeat testing.


MBE: Organisational Structure
Jakarta Office
Chief of Party: Stuart Weston
Education Management and Governance
Robert Cannon (Team Leader)
Prima Setiawan – Finance and Management
Edi Priyono – Finance and Management
Toto Purwanto – Management and Governanc e
Neneng Widiastuti – Mapping, Data and Planning
School and Community Development
Lynne Hill – Curriculum and Teacher Training (Team Leader)
Wahjudi S. – Workforce Development/Teacher Training
Angie Anggari – School Based Management & Teacher Workforce Development
Mohammad Najid – School and Community Development
TDB - Education Management and Teacher Training
Bagus Priambodo - Communications and Lia ison Specialist
Phillip Rekdale - Media and Communications
Reddy Agus Susanto – Database Management
Dewi Listyowati – Office Manager
Dyah Utami – Project Secretary
Hanifah Mahaly – Accountant
Managing and Traini ng
School and Community Trainers
Technical and Management Support
Technical and Management Support
East Java Office, Malan g
As'ari Abdurrahman – Provincial Coordinator, Education Management, Teacher Development
Furadiah – Education Management and Teacher Development
Supriyono Koes – Education Management and Teacher Development
Office Staff: Secretary: Raras
Accountant: Yunita
Central Java Office Semarang
Umar Samadhy – Provincial Coordinator
Andreas Priyono Budi Prasetyo – Education Management and Teacher Development
TBD – Education Management and Teacher Development
Office Staff: Secretary: Agustianto Zulhawary
Accountant: Soeryono Taufan
Training of District Facilitators
Support for schools
Monitoring School and Community Level Activities
Technical and Manag ement Support
Technical and Management Support
12 districts
District Coordinator (1 per district) - Management and Monitoring of local acitivities
8 districts
District Coordinator (1 per district) - Management and Monitoring of local activities
Schools
Schools

5.2 National Review and Planning Meetings

National Review and Planning Meetings have been held to which a cross section of representatives of all the MBE districts are invited. The first of these was held in May 2004 in Yogyakarta and the second in Batu in January 2005. The next meeting is planned for late July 2005 in Banyumas.

These meetings enable the participants to learn about MBE activities in other districts, discuss issues and problems and make future plans. The activities include:

- Each district which has been in the project for some time makes a display of activities, including displays of work from program schools.
- Each district reports on successes and any problems they might be experiencing. This is followed by discussion
- Resource persons who have been successful in implementing MBE activities in the various areas of intervention are invited to talk and lead discussion.
- Visits are arranged to a selection of MBE program schools,. For this reason meetings are now being rotated around the MBE districts which have suitable facilities. During the meeting in Batu participants visited schools is both Batu and Blitar. During the coming meeting in Banyumas they will visit both MBE and CLCC schools in Banyumas and MBE schools in nearby Kebumen.

6 Coordination between Programs

Two one day coordination meetings of similar Basic Education programs and their donors have been held in East Java. They were held in April 2004 and January 2005. The latter meeting was led by the provincial authorities and included representatives of the MBE, CLCC, IAPBE and NTT-PEP programs and the donors supporting them, USAID, NZAID and AUSaid. A similar meeting is planned for Central Java. A one day national coordination meeting was held in March 2005. The same programs and donors were invited and the meeting was led by the Ministry of National Education (MoNE). Efforts are being made to organize a similar meeting in Central Java.

The meetings have two main purposes, firstly to raise Government of Indonesia (GOI) awareness of and involvement in the various programs and secondly to encourage coordination and cooperation between the programs and donors, who are all working to similar ends.

The three school and community training packages described earlier are a further part of the coordination effort. They are the result of all the programs cooperating, have a forward by the Director General of Primary and Secondary Education of MoNE, have MoNE logo on the cover and the logos of the donors and other supporting organisation inside the front cover. The packages aim to be flexible so that they can adapt to the needs of each program and regional differences. For example, illustrations and presentations to support the various topics in the packages can be individual to each program.

With the advent of the DBE program it is even more important to maintain these coordination efforts. Active support from the centre is essential if changes are to institutionalised. It is also important that the programs support similar changes and use similar terms and structures to avoid giving the impression of competing to outdo each other. To support this coordination could continue on similar lines to the present but be further developed:

- National coordination meetings involving GOI, programs and donors;
- Provincial coordination meetings possibly on the lines of MBE review meetings where districts from different programs meet together to share experiences and visit each others' schools;
- Cooperative development and sharing of materials.

6.1 CLGI / YIPD[6]

It was intended in the original statement of work that an expert would be appointed to work partially with MBE and partially with CLGI / YIPD in order to support the dissemination of MBE and other education innovations beyond the MBE areas. However, this has been of limited success during the initial period of MBE due to a number of factors including personnel problems. Another attempt was made during the first year of the project extension to develop a relationship with YIPD through the appointment of Bagus Primabodo as Communications and Liaison Specialist. However, this has not been successful and it was agreed with USAID to withdraw Mr. Primabodo from his work with YIPD and use him exclusively to support MBE activities.

6.2 Local Dissemination of MBE

MBE focuses its activities in data collection and planning activities in most districts on two sub-districts and within those sub-districts its school and community training concentrates on 20 schools. To support these activities a school mapping team and a team of district facilitators for SBM and PAKEM are trained. All these activities are fully funded by MBE. The expectation is that the district government will value the models developed by MBE and disseminate them to other sub-districts and schools using their own resources and the district team trained by MBE. MBE provides technical and management assistance to support this process.

All phase 1 and 2 districts have already undertaken a considerable amount of development and dissemination using their own resources. Pacitan and Kebumen have extended the school mapping to all sub-districts within their districts and all the districts have disseminated the SBM and PAKEM program to substantial numbers of additional schools, some within the MBE target sub-districts and some in other sub-districts. In September 2004 it was estimated that the five phase 1 districts (including Batang) had disseminated to over 900 schools compared to the 100 directly trained schools. Several districts have also trained additional (second) teams of district facilitators to support dissemination.

However, the MBE consultants remain concerned about the strategies being adopted for dissemination. There is a tendency to disseminate too quickly, before the innovations are established in target schools and before the district facilitators have had sufficient experience and developed sufficient confidence in their training abilities. MBE is advising districts to:

- Allow sufficient time for examples of good practice to develop in target schools before dissemination takes place;
- Continue to devote sufficient resources and attention to those schools to ensure that development is well established and continues over an extended period;
- Have a gradual strategy for dissemination focusing either on extending its range within the target sub-districts or developing models in a limited and strategically situated number of sub-districts (e.g. neighbouring sub-districts);
- Ensure that the additional schools receive a full program of training (six days training cannot be delivered in three days!);
- Focus energy and resources on schools and teachers that want to change and develop, not on those that are reluctant (it is a frequent mistake to waste a lot of time on schools which are slow to change, because they basically do not want to change).

[6] CLGI, the Center for Local Government Innovation is supported by USAID and has now been established as an Indonesian foundation: Yayasan Inovasi Pemerintahan Daerah (YIPD).

7 Publications

7.1 Project Information Leaflet

An information leaflet was first produced in May 2004 and has since been revised and updated in May 2005 to cover the expansion of program activities. The leaflet is published in Indonesian and English.

7.2 Training Packages

Three training packages have been prepared to support school and community training and were described in the earlier section on school and community training.

Books and leaflets containing lesson plans to support the implementation on PAKEM have been published.

7.3 Mapping and planning

Mapping and planning manuals have been prepared and published to support the school mapping and planning activities

7.4 Studies

The three studies have been completed and published and are used as materials in training. The studies cover:

- The role of effective School Principals
- The role of the School Committee
- Development of School Based Management in Probolinggo

7.5 Newsletter

A newsletter is produced on a quarterly basis. The newsletter records project activities, developments and innovations at district level. The newsletter is produced in both Indonesian language and English and is distributed to the project districts and schools and donors and similar basic education projects in Jakarta and elsewhere.

7.6 Best Practices Manual

A manual describing best practices in the various areas of project intervention is currently being assembled.

7.7 Web Site

The project has a project web-site: MBEproject.net, which is based on the newsletter and records project activities, developments and innovations at district level. Other project documents are also available on the site. There are parallel version in Indonesian and English.

8 Planned Activities

An updated workplan for 2005 – 2006 is shown on the next page. Detailed activities including planned dates and places for the period from May to October 2005 are attached in Annex 3.

The program will continue for the duration of the project in the nine phase 1 and 2 districts and has recently started to work in eleven new phase 3 districts.

8.1 Phase 3 Districts

The program for the phase 3 districts will follow closely the program already implemented in the first phase districts, but will take advantage of the existing examples of good practice[7] which have now been developed to accelerate learning and dissemination of innovations. It will also avail itself of trainers from the phase 1 and 2 districts to support the training program, especially in school based management, community participation and PAKEM.

8.1.1 Main Activities for phase 3 districts

Mapping and Planning	• Mapping and Data Collection Workshops • Data Collection • Analysis and making sub-district plans • Implementation of plans
Education Funding	• Formula Funding Workshops • Technical Support
School and Community Based Activities	• Study visits to phase 1 and 2 districts • Training Workshops for target schools • Selection of District Facilitators (after first school training) • Training of District Facilitators • On-the-job training
General	• National and Provincial Review Meetings

8.2 Phase 1 and 2 Districts

The program in the phase 1 and 2 districts will work in more depth on many of the technical issues, especially those relating to the quality of education and will support local governments in planning and implementing dissemination of MBE innovations within their district. From the beginning of 2006 the activities for the phase 1 and 2 districts will be merged.

As program activities develop and districts take more local ownership, they are encouraged to develop programs suited to their own needs. This covers activities in the target sub-districts and schools and dissemination to further sub-districts and schools. Several districts have developed innovative approaches, many emphasising activities at school level, such as teachers being placed for a short time in another school and developing master teachers in schools. In order to support these activities MBE has allocated a notional budget to districts. The funds are still managed by the MBE district coordinators but based on activities proposed by the districts themselves, approved by MBE and implemented with MBE technical support.

[7] This will include study visits, resource person, videos and reports of successful practice.

8.2.1 Main Activities for phase 1 and 2 districts

Mapping and Planning	• Workshops to review implementation of sub-district plans • Workshops to expand plans to other sub-district using existing data • Support for five year district plans (in selected districts)
Education Funding	• Workshops to review the implementation of formula funding • Technical Support
School and Community Based Activities	• Study visits to other schools and districts • Development of supplementary training materials including documentation of good practice for use in training • Training of District Facilitators • Training Workshops for target and non-target schools • On-the-job training
General	• National and Provincial Review Meetings

The program is indicative and will be developed and adjusted in the light of experience.

8.3 Life after MBE

Consideration needs to be given to future assistance especially for the phase 3 districts after MBE finishes in March 2007. These districts will have had assistance for less than two years – which is a short period to achieve and institutionalise change especially at school level. Consideration also needs to be given as to how the best practitioners and schools from all MBE districts can continue to be involved to support DBE and other basic education programs.

8.4 Indicative Summary Work Plan 2005 - 2006

2005	First Phase Districts		Second Phase Districts		Third Phase Districts		Other
	District Management/General	School and Community	District Management/General	School and Community	District Management/General	School and Community	
January	National Review Meeting		National Review Meeting		Invitation for expressions of interest from districts		National trainers Workshop, Materials Development Workshop (with CLCC, IAPBE), Coordination Workshop, East Java
February		PAKEM 3 Training	Mapping and Planning Workshop				Coordination Meeting with MoNE
March		PAKEM 3 Training	Training of District Facilitators		Selection of Districts		
April				SBM/PAKEM 2 Training	Selection of Districts		
May		Student Testing (second round)		Student Testing (second round)	Orientation Workshop Initial (baseline) surveys	Student Testing (baseline)	
June					Formula Funding Workshops		
July		Training of District Facilitators			Formula Funding Workshops National Review Meeting		National Review and Planning Meeting (all districts)
August	Multi-grade teaching workshop	SBM Training (Repeat of SBM 2)		PAKEM 3 Training	Mapping and Data Collection Workshops	Study Visits to phase 1 and 2 districts SBM 1 Training	Making SBM/PAKEM Video Provincial Coordination Meeting (Central Java)
September	Annual Progress Monitoring	PAKEM Training (Repeat of PAKEM 2) Annual Progress Monitoring	Annual Progress Monitoring	Annual Progress Monitoring	Data Collection	Study Visits to phase 1 and 2 districts SBM 1 Training PAKEM 1 Training	Coordination Meeting with MoNE
October	Fasting	Fasting	Fasting	Fasting	Fasting Data Collection	Fasting	Fasting
November	Workshops for Updating and Developing Mapping and Planning		Workshops for Updating and Developing Mapping and Planning		Data Analysis and Planning Workshops	Selection of District Facilitators	SBM/PAKEM Materials Development Workshops
December						Training of District Facilitators Package 2	

2006	First and Second Phase Districts		Third Phase Districts		Other
	District Management/General	School and Community	District Management/General	School and Community	
January		Training of District Facilitators 4			National Review and Planning Meeting (all districts)
February		Multi-grade Teaching workshop		SBM Training 2	Provincial Coordination Meetings
March				PAKEM Training 2	Training Program Review and Materials Development
April	Formula Funding Workshop (review)	SBM/PAKEM Training 4	Formula Funding Workshop (review)		Coordination Meeting with MoNE
May		Student Testing (third round)		Student Testing (third round)	
June					SBM/PAKEM Materials Development Workshops
July				Training of District Facilitators Package 3	National Review and Planning Meeting (all districts)
August	Workshops for Updating and Developing Mapping and Planning	Training of District Facilitators 5	Workshops for Updating and Developing Mapping and Planning		
September	Annual Progress Monitoring	Annual Progress Monitoring	Annual Progress Monitoring	Annual Progress Monitoring PAKEM 3 Training	Coordination Meeting with MoNE
October	Fasting	Fasting	Fasting	Fasting	Fasting
November	Formula Funding Workshop (review)	SBM/PAKEM Training 5	Formula Funding Workshop (review)	PAKEM 3 Training (cont.)	
December		SBM/PAKEM Training 5 (cont.)			
Ongoing	Monitoring, on the job training	Monitoring of Schools/On the job training by facilitators KKG/MGMP meetings	Monitoring, on the job training	Monitoring of Schools/On the job training by facilitators KKG/MGMP meetings	Planning, Program and Materials Development
To be arranged as needed	Study visits Ad Hoc Workshops	Study visits	Study visits Ad Hoc Workshops	Study visits	

Notes: On-the-job assistance will be given by the consultants on an ongoing basis to local government, schools and communities to suppor t the formal training and workshop activities.

Annex 1. List of Project Schools

MBE PROJECT SCHOOLS PHASE 3

1. SEMARANG DISTRICT (Central Java)		
No.	Name of Schools	Status of school
	Pringapus Sub District	
1	SD Negeri Jatirunggo 3	State
2	SD Negeri Penawangan 2	State
3	SD Negeri Candirejo 1	State
4	SD Negeri Wonorejo 2	State
5	SD Negeri Pringapus 4	State
6	SD Negeri Wonoyoso 2	State
7	SD Negeri Klepu 1	State
8	MI Wonoyoso	Private
9	SMP Negeri 1 Pringapus	State
10	MTs Negeri Pringapus	State
	Ambarawa Sub District	
11	SD Negeri Candi 3	State
12	SD Negeri Pasekan 2	State
13	SD Negeri Mlilir 2	State
14	SD Negeri Baran 2	State
15	SD Negeri Tambakboyo 2	State
16	MIN Panjang	State
17	MI Muhammadiyah	Private
18	SMP Negeri 1 Ambarawa	State
19	SMP Negeri 2 Ambarawa	State
20	MTs Al Bidayah	Private
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

2. MAGELANG MUNICIPALITY (Central Java)		
No.	Name of Schools	Status of school
	North Magelang Sub District	
1	SD Negeri Magelang 7	State
2	SD Negeri Potrobangsan 2	State
3	SD Negeri Gelangan 1	State
4	SD Negeri Kedungsari 4	State
5	SD Negeri Wates 1	State
6	SD Kartika IV - 3	Private
7	MI Al Iman Tuguran	Private
8	SMP Negeri 4 Magelang	State
9	SMP Negeri 11 Magelang	State
10	MTs Negeri Magelang	State
	South Magelang Sub District	
11	SD Negeri Tidar 1	State
12	SD Negeri Kemirirejo 1/2	State
13	SD Negeri Cacaban 4	State
14	SD Negeri Rejo Selatan 2	State
15	SD Negeri Magersari 2	State
16	SD Tarakanita	Private
17	MI Muhammadiyah Gebalan	Private
18	SMP Negeri 6 Magelang	State
19	SMP Negeri 7 Magelang	State
20	SMP Negeri 12 Magelang	State
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

3. PURWOREJO DISTRICT (Central Java)

No.	Name of Schools	Status of school
	Butuh Sub District	
1	SD Negeri Mangunjayan	State
2	SD Negeri Wonorejo Kulon	State
3	SD Negeri Rowodadi	State
4	SD Negeri Lubang Kidul	State
5	MI Islamiyah Wareng 1	Private
6	MI Lubangindangan	Private
7	SMP Negeri 14 Purworejo	State
8	SMP Negeri 28 Purworejo	State
9	SMP PGRI Butuh	Private
10	MTs Imam Puro Butuh	Private
	Kutoarjo Sub District	
11	SD Negeri Tepus Kulon	State
12	SD Negeri 2 Pacor	State
13	SD Negeri 1 Kutoarjo	State
14	SD Negeri 2 Kutoarjo	State
15	SD Muhammadiyah Kutoarjo	Private
16	MI Imam Puro Suren	Private
17	SMP Negeri 5 Purworejo	State
18	SMP Negeri 13 Purworejo	State
19	SMP Muhammadiyah Kutoarjo	Private
20	MTs Imam Puro Kutoarjo	Private
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

4. SUKOHARJO DISTRICT (Central Java)

No.	Name of Schools	Status of school
	Sukoharjo Sub District	
1	SD Negeri Gayam 01	State
2	SD Negeri Gayam 03	State
3	SD Negeri Sukoharjo 01	State
4	SD Negeri Sukoharjo 02	State
5	SD Negeri Jetis 01	State
6	SD Negeri Jetis 03	State
7	MIN Jetis	State
8	MTs Negeri Sukoharjo	State
9	SMP Negeri 01 Sukoharjo	State
10	SMP Negeri 02 Sukoharjo	State
	Kartasura Sub District	
11	SD Negeri Singopuran 01	State
12	SD Negeri Kertonatan 01	State
13	SD Negeri Pucangan 03	State
14	SD Negeri Pucangan 04	State
15	SD Negeri Ngemplak 01	State
16	SD Islam Al Hilal	Private
17	MI Muhammadiyah Purwohutaman	Private
18	MI Muhammadiyah Gonilan	Private
19	SMP Negeri 02 Kartasura	State
20	SMP Negeri 03 Kartasura	State
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

5. PURBALINGGA DISTRICT (Central Java)

No.	Name of Schools	Status of school
	Purbalingga Sub District	
1	SD Negeri 2 Purbalingga Lor	State
2	SD Negeri 3 Bojong	State
3	SD Negeri 1 Wirasana	State
4	SD Negeri 2 Kedungmenjangan	State
5	SD Negeri 1 Purbalingga Kidul	State
6	SD Kristen Bina Harapan	Private
7	MI Muhammadiyah Wirasana	Private
8	SMP Negeri 2 Purbalingga	State
9	SMP Negeri 5 Purbalingga	State
10	SMP Muh. 1 Purbalingga	Private
	Karanganyar Sub District	
11	SD Negeri 1 Karanganyar	State
12	SD Negeri 2 Banjarkerta	State
13	SD Negeri 1 Karanggedang	State
14	SD Negeri 1 Kalijaran	State
15	SD Negeri 1 Jambudesa	State
16	MI Kholidiyah Kalibulan	Private
17	MI GUPPI Ponjen	Private
18	SMP Negeri 1 Karanganyar	State
19	MTs Negeri Karanganyar	State
20	SMP Ma'arif Karanggedang	Private
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

6. PASURUAN MUNICIPALITY (East Java)

No.	Name of Schools	Status of school
	Gadingrejo Sub District	
1	SD Negeri Bukir	State
2	SD Negeri Karanganyar	State
3	SD Nahdlatul Wathon	Private
4	SD Pancasila	Private
5	SMP Negeri 7 Pasuruan	State
6	SMP Islam Pasuruan	Private
	Purworejo Sub District	
7	SD Negeri Kebonagung	State
8	SD Negeri Bangilan	State
9	SD Darul Ulum	Private
10	SMP Negeri 6 Pasuruan	State
11	SMP Muhammadiyah	Private
12	MTs Nurul Huda	Private
	Bugul Kidul Sub District	
13	SD Negeri Petamanan	State
14	SD Negeri Mandaranrejo	State
15	MIN Mandaranrejo	State
16	MI Darul Ulum Blandongan	Private
17	MI Al Masyhur	Private
18	SMP Negeri 5 Pasuruan	State
19	MTs Negeri Pasuruan	State
20	MTs Nurul Islam	Private
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

7. TRENGGALEK DISTRICT (East Java)

No.	Name of Schools	Status of school
	Trenggalek Sub District	
1	SD Negeri 3 Ngantru	State
2	SD Negeri 1 Tamanan	State
3	SD Negeri 3 Surodakan	State
4	SD Negeri 1 Sumbergedong	State
5	SD Negeri 1 Kelutan	State
6	SD Negeri 1 Karangsuko	State
7	MI Plus Walisongo	Private
8	SMP Negeri 1 Trenggalek	State
9	SMP Negeri 3 Trenggalek	State
10	MTs Negeri Trenggalek	State
	Pogalan Sub District	
11	SD Negeri 2 Banderejo	State
12	SD Negeri 1 Ngadirengo	State
13	SD Negeri 1 Kedunglurah	State
14	SD Negeri 1 Ngulankulon	State
15	SD Negeri 1 Ngetal	State
16	SD Negeri 2 Gembleb	State
17	MI Yapandawa	Private
18	SMP Negeri 1 Pogalan	State
19	SMP Negeri 2 Pogalan	State
20	MTs Gupi	Private
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

8. SITUBONDO DISTRICT (East Java)

No.	Name of Schools	Status of school
	Panji Sub District	
1	SD Negeri 1 Mimbaan	State
2	SD Negeri 8 Mimbaan	State
3	SD Negeri 3 Ardirejo	State
4	SD Negeri 2 Tokelan	State
5	SD Muhammadiyah Panji	Private
6	SD Islam Nurul Anshor Panji	Private
7	MIN Panji	State
8	MIS Al-Khoiriyah	Private
9	SMP Negeri 2 Panji	State
10	MTs Negeri Panji	State
	Panarukan Sub District	
11	SD Negeri 1 Kilensari	State
12	SD Negeri 1 Paowan	State
13	SD Negeri 1 Alas Malang	State
14	SD Negeri 2 Wringinanom	State
15	SD Negeri 1 Dawuhan Situbondo	State
16	SD Muhammadiyah Panarukan	Private
17	MIS Miftahul Huda Panarukan	Private
18	MIS Nurul Huda Panarukan	Private
19	SMP Negeri 1 Panarukan	State
20	MTs Negeri Panarukan	State
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

9. NGANJUK DISTRICT (East Java)

No.	Name of Schools	Status of school
	Nganjuk Sub District	
1	SD Negeri Payaman III	State
2	SD Negeri Jatirejo I	State
3	SD Negeri Begadung I	State
4	SD Kristen Budi Luhur	Private
5	SD Islam Baitul Izzah	Private
6	SD Islam Aisiyah	Private
7	MIS Al Huda Bogo	Private
8	SMP Negeri 4 Nganjuk	State
9	SMP Negeri 6 Nganjuk	State
10	MTs Negeri Nganjuk	State
	Prambon Sub District	
11	SD Negeri Sonoageng II	State
12	SD Negeri Watudandang I	State
13	SD Negeri Tanjungtani III	State
14	SD Negeri Singkalanyar I	State
15	SD Negeri Mojoagung III	State
16	SD Negeri Sugihwaras VII	State
17	MIN Nanggungan	State
18	SMP Negeri 1 Prambon	State
19	SMP Negeri 2 Prambon	State
20	MTs Negeri Prambon	State
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

10. MALANG DISTRICT (East Java)

No.	Name of Schools	Status of school
	Pakisaji Sub District	
1	SD Negeri Kebonagung V	State
2	SD Negeri Kebonagung VI	State
3	SD Negeri Wadung	State
4	SD Negeri Pakisaji I	State
5	SD Negeri Pakisaji II	State
6	SD Negeri Wonokerso III	State
7	SD Negeri Kendalpayak	State
8	MIS NU Wadung	Private
9	SMP Negeri 1 Pakisaji	State
10	MTs Negeri Kepanjen	State
	Turen Sub District	
11	SD Negeri Turen 02	State
12	SD Negeri Turen 03	State
13	SD Negeri Sedayu 03	State
14	SD Negeri Jeru 01	State
15	SD Negeri Sawahan 01	State
16	SD Negeri Kemulan 02	State
17	SD Negeri Tumpuk Renteng 01	State
18	MI An Nur Sawahan	Private
19	SMP Negeri 01 Turen	State
20	MTs Negeri Turen	State
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

MBE PROJECT SCHOOLS PHASE 3

11. MAGETAN DISTRICT (East Java)

No.	Name of Schools	Status of school
	Magetan Sub District	
1	SD Negeri Magetan 1	State
2	SD Negeri Magetan 4	State
3	SD Negeri Selosari 2	State
4	SD Negeri Sukowinangun 3	State
5	SD Negeri Baron 1	State
6	SD Negeri Purwosari 2	State
7	MIN Tawanganom	State
8	SMP Negeri 2 Magetan	State
9	SMP Negeri 4 Magetan	State
10	MTs Negeri Ma'arif Mojopurno	State
	Maospati Sub District	
11	SD Negeri Sugihwaras 1	State
12	SD Negeri Malang	State
13	SD Negeri Maospati 3	State
14	SD Negeri Kraton 4	State
15	SD Negeri Pesu 1	State
16	SD Negeri Suratmajan 2	State
17	SD Negeri Gambiran 1	State
18	SMP Negeri 1 Maospati	State
19	SMP Negeri 2 Maospati	State
20	SMP Negeri 3 Maospati	State
	TOTAL	

Total (SD + MI)
Total (SMP + MTs)

Notes :
1 Data Source : District Government
2 Further school data (pupils, teachers etc.) will be collected shortly

Annex 2. List of District Coordinators and Trainers

District Coordinators

Central Java

Da Laela	Banyumas
Anton Timur	Kebumen
Munadi	Pati
Roy Amien Faowzie	*Purbalingga*
Nur Janah	*Purworejo*
Wahyu Darwono	*Semarang*
Drs. Sarwa Eka	*Sukoharjo*
Ahmad Mardiyanto Prasetyo	*Kota Magelang*

East Java

Anwar Sutranggono	Banyuwangi
Hadi Suwono	Kota Batu
Endry Rahmawati	Blitar
Wiwik	Kota Madiun
Suhardi	Pacitan
Eddy Budiono	Probolinggo
Edi Prijono	*Magetan*
Drs. Mu'arifin	*Malang*
Renniati Fadhilah	*Nganjuk*
Vita Novianti	*Situbondo*
Bagus Mindhoni	*Trenggalek*
Mus Mualim	*Kota Pasuruan*

Note: *The names in italics are those newly selected DCs for the phase 3 d istricts, whose appointments have been submitted to USAID for approval.*

National Trainers and Selected District Facilitators

MBE has a team of national trainers whose chief task is to train teams of district facilitators in School Based Management, Community Participation and PAKEM. They then support and monitor these facilitators in training the MBE target schools. To support expansion to new district many of these district facilitators have now been identified as being capable acting to support the nati onal team in training facilitators in other districts. A list of the national trainers and selected district facilitators is set out below. The team of national trainers are in bold type.

KELAS AWAL//EARLY GRADES			
	Position (G/KS/PS dll.)	**Kabupaten / Kota**	**SD-MI / SMP-MTS**
Purwi Nuryantini	**KS**	**Probolinggo**	**SD**
Mariaulfah	**G**	**Mojokerto**	**SD**
Baiq Wirastini	**G**	**West Lombok**	**SD**
Sutari	**G**	**Banyumas**	**SD**
Srianah	G	Blitar	SD
Asih Jaryani	KS	Pati	SD
Ninit	G	Batu	SD
Sundari	G	Probolinggo	SD
Rinto	G	Madiun	SD
Suhernik	KS	Banyuwangi	SD
Jarno	G	Pacitan	SD
BAHASA INDONESIA			
Najid	**Consultant**		
Umar	**Consultant**		
Titik	**Retired PS**	**Sidoarjo**	**SD**
Susanto	**PS**	**Banyuwangi**	**SD**
Kadis	KS	Pati	SD
Dito	PS	Banyumas	SD
Robingatun	G	Madiun	SD
Ngatminah	G	Banyumas	SMP
Supriadi	G	Banyuwangi	SMP
Zainuri	G	Probolinggo	SMP
Ida	G	Madiun	SMP
Tutik	G	Batu	SMP
Sutio	G	Pacitan	SMP
MATHEMATICS			
Asari	**Consultant**		
Ujang	**Curriculum Dev. Centre**		
Hamid	**Curriculum Dev. Centre**		
Roichan	**KS**	**Sidoarjo**	**SD**
Edy Budiono	**District Coordinator**	**Probolinggo**	
Kresni Wiyati	KS	Kebumen	SD
Tiwi	G	Batu	SD
Slamet Hariyadi	G	Madiun	SD
Boyadi	PS	Pacitan	SD
Ganief Rojikin	KS	Probolinggo	SMP
Agus Gunarto	G	Pacitan	SMP
Mashuri	G	Pati	SMP
Yuwono	G	Blitar	SMP
ENGLISH			
Furaidah	**Consultant**		
Maskur	**Curriculum Dev. Centre**		
Bambang	G	Madiun	SMP
Kun	G	Pacitan	SMP
Esti	G	Batu	SMP
Supriyanto	G	Pati	SMP
Yuyun	G	Blitar	SMP

IPA / SCIENCE			
	Position (G/KS/PS dll.)	**Kabupaten / Kota**	**SD-MI / SMP-MTS**
Supriyono Koes	**Consultant**		
Andreas	**Consultant**		
Masjudi	**Curriculum Dev. Centre**		
Silvana	**KS**	**Sidoarjo**	**SD**
Heryanti	**G**	**Banyumas**	**SD**
Irmawati	**G**	**Banyuwangi**	**SMP**
Barorotin	KS	Banyuwangi	SD
Suyanto	G	Banyumas	SD
Yanti	KS	Kebumen	SD
Like	G	Probolinggo	SD
Sunaryoto	PS	Madiun	SD
Edy Winarno	G	Pacitan	SMP
Titik Muawanah	G	Blitar	SMP
Budi P.	G	Pati	SMP
Puspito	G	Madiun	SMP
Suwignyo	G	Kebumen	MTs
IPS / SOCIAL STUDIES			
Arifin Rahman	**Consultant**		
Wahyudi	**Consultant**		
Suyitno	**KS**	**Probolinggo**	**SD**
Handayani	G	Kebumen	SD
Sri Wahjuni	G	Batu	SD
Imam	KS	Pati	SD
Muhtarudin	KS	Pacitan	SD
Wili	G	Blitar	SMP
Zaeni	G	Pati	SMP
Fatimah	G	Madiun	SMP
Sugeng	G	Batu	SMP

SBM / COMMUNITY PARTICIPATION			
Prima Setiawan (Consultant)	***Titik***	***Hamid***	***Supriyono Koes***
Najid	***Silvana***	***Arifin Rahman***	***Andreas***
Umar	***Ujang***	***Wahyudi***	***Masjudi***
Asari			
Susanto	***PS***	***Banyuwangi***	***SD***
Suyitno	***KS***	***Probolinggo***	***SD***
Purnowati	Bappeda	Kebumen	-
Izul Marom	Dinas	Blitar	-
Saeful Ridwan	KS	Blitar	MI
Sukur	KS	Banyumas	SD
Sri Sumarti	KS	Blitar	SD
Suwarno	PS	Batu	SD
Suyarto	PS	Madiun	SD
Suhernik	*KS*	*Banyuwangi*	*SD*
Kadis	*KS*	*Pati*	*SD*
Kresni Wiyati	*KS*	*Kebumen*	*SD*
Barorotin	*KS*	*Banyuwangi*	*SD*
Muhtarudin	*KS*	*Pacitan*	*SD*
Wahyudin	KS	Banyumas	SMP
Sutiyono	KS	Banyuwangi	SMP
Lamoedji	KS	Blitar	SMP
Ganief Rojikin	*KS*	*Probolinggo*	*SMP*

Notes:

Names in Bold Type – already operate as National Trainers / Consultants

G – Teacher, KS – School Principal, PS – School Supervisor

Names listed in italic type under SBM / Community Participation also appear as subject trainers.

Annex 3. MBE Program of Activities May – October 2005

May-05	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Student Testing																							20 daerah								
Orientation Workshop phase 3 districts											Batu																				
Consultant/DC planning workshop		Yogya																													
Initial Survey phase 3 districts																															

JUNE 2005	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Student Testing																														
DC interviews phase 3 districts								Jateng					Jatim																	
Preparation meeting phase 1 & 2 district training***																							Surabaya							
Funding Workshops																													Jateng	

JULY 2005	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
National Review Meeting in Banyumas																										Banyumas					
Funding workshops	Yogya			Jawa Timur - Surabaya																											
Workshop for selected facilitators**											Daerah 1 & 2 Batu																				
Training of phase 1 district facilitators																		MBS / PAKEM II Bwgi													

AUGUST 2005	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R
	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
MONITORING Phase 1 & 2 districts																																
Mapping Workshop / Planning Training			Jatim - Malang							Jateng - Mglng																					
Multi-grade trainig			Pacitan																													
PAKEM 3 Training																																
Madiun			Semua Kec.																													
Batu			Semua Kec.																													
Banyumas			Kec. A				Kec. B																									
Kebumen			Kec. A				Kec. B																									
Blitar			Kec. A & B																													
SBM 2 Training																																
Pati											A	B																				
Pacitan											A	B																				
Probolinggo											A	B																				
Banyuwangi											A	B																				
Study visits by phase 3 districts																																
SBM 1 Training																																
Purbalingga																							Kec. A			Kec. B						
Magelang																							Kec. A			Kec. B						
Semarang																							Kec. A			Kec. B						
Magetan																							Kec. A			Kec. B						
Malang																							Kec. A			Kec. B						
Situbondo																							Kec. A			Kec. B						

SEPTEMBER 2005	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	1
MONITORING Phase 1 & 2 districts																															
SBM 1 training																															
Purworejo												Kec. A			Kec. B																
Sukoharjo												Kec. A			Kec. B																
Nganjuk												Kec. A			Kec. B																
Trenggalek												Kec. A			Kec. B																
Pasuruan												Kec. A			Kec. B																
Study visits by phase 3 districts																															
PAKEM 2 Training																															
Pati					Kec. A			Kec. B																							
Pacitan					Kec. A			Kec. B																							
Probolinggo					Kec. A			Kec. B																							
Banyuwangi					Kec. A			Kec. B																							
PAKEM 1 Training																															
Purbalingga																		Kec. A			Kec. B										
Magelang																		Kec. A			Kec. B										
Semarang																		Kec. A			Kec. B										
Magetan																		Kec. A			Kec. B										
Malang																		Kec. A			Kec. B										
Situbondo																		Kec. A			Kec. B										
Purworejo																										Kec. A			Kec. B		
Sukoharjo																										Kec. A			Kec. B		
Nganjuk																										Kec. A			Kec. B		
Trenggalek																										Kec. A			Kec. B		
Pasuruan																										Kec. A			Kec. B		

OCTOBER 2005	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se	Sel	R	K	J	Sa	M	Se
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Fasting																															

	Preparations in the field
**	For facilitators chosen to train phase 3 districts
***	DCs and counterparts in Local government, phase 1 & 2 districts

Annex 4. Monitoring Indicators

MANAGING BASIC EDUCATION: DATA ON PERFORMANCE INDICATORS IN PHASE 1 DISTRICTS (SEPTEMBER 2004)

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
PROJECT OBJECTIVE: HELP LOCAL GOVERNMENT TO IMPROVE THE EFFICIENCY AND EFFECTIVENESS OF THEIR BASIC EDUCATIONAL SERVICES											
Project Outcome: Efficient, effective and equitable management of basic education services reflected in the preparation, implementation and updating of data - based plans for the improved management of educational services.	Number of participating sub districts that have prepared and implemented educational plans meeting criteria*	Dinas Planning documents	Sub District	0 sub-districts	10 Sub Districts	11 sub-districts	20 Sub Districts		40 Sub Districts		*See Output 1.1 below Planned targets for number of sub-district assumes 2 target MBE sub-districts per district. In fact in a number of districts three sub-districts are being targeted – hence the number exceeds the indicator target.
Project Outcome: Districts implement equitable systems of adequate direct funding to schools to support operations and maintenance	Number of Districts implementing formula based funding to schools	Dinas Planning documents	District	0 districts	2 Districts	2 districts	4 Districts		8 Districts		
INTERMEDIATE RESULT AREA 1: DECENTRALIZED MANAGEMENT AND GOVERNANCE OF SCHOOLS											
IR 1.1: Increased capacity of local governments to plan for and manage education services											
Objective: 1: Improve District level planning											
Output 1.1: Plans for the management of basic education services, based on school data are produced and updated annually for each sub district	Number of participating sub districts that have educational plans meeting listed criteria*	Planning documents	Sub District	0 sub-districts	Plans made for 10 Sub Districts	11 sub-districts	Plans made for 20 Sub Districts		Plans made for 40 Sub Districts		*Plans based on school data; prepared in participatory way. Plans target rationalisation of provision, improved access, teacher deployment, land ownership, buildings, finance.

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
Objective 2 : Increase the efficiency of the use of resources (facilities and workforce)											
Output 2.1: School mergers occur where need to achieve efficiencies through mergers has been demonstrated	No. and type of schools merged.	Dinas	Sub-District	Based on sub-district plans (see actual columns)	Plans made in 11 Phase 1 Sub Districts	Phase 1 Targets set: 58 primary schools to become 29 schools	30% of planned schools merged in 11 Phase 1 Sub Districts Plans made in Phase 2 Sub Districts		60% of planned schools merged in Phase 1 30% merged in phase 2 Sub Districts Plans made in Phase 3 Sub Districts		
Output 2.2: Creation of multi-grade schools where need to achieve efficiencies through their creation has been demonstrated	No and type of multi - grade schools created	Dinas	Sub-District	Based on sub-district plans (see actual columns)	Plans made in Phase 1 Sub-Districts:	Phase 1 Targets set: 30 multi-grade schools to be created	30% of planned multi-grade schools created in Phase 1 Sub Districts Plans made in Phase 2 Sub Districts		60% of planned multi-grade schools created in Phase 1 Sub-Districts 30% of planned multi-grade schools created in Phase 2 Sub-Districts Plans made in Phase 3 Sub Districts		
Output 2.3: Deployment of teachers more closely related to students numbers	Number of teachers redeployed compared to targets set in Sub - District plans	Dinas School-level monitoring instruments	Sub District Disagg by type of school	Based on sub-district plans (see actual columns)	Plans made in Phase 1 Sub-Districts	Phase 1 Targets set: 97 teachers / principals to be redeployed	30% re-deployed within year Plans made in Phase 2 Sub Districts		60% redeployed in Phase 1 Sub-Districts 30% redeployed in Phase 2 Sub-Districts Plans made in Phase 3 Sub Districts		

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
Objective 3: Improve the management, maintenance and repair of buildings											
Output 3.1: Districts delegate the management of maintenance and repair of facilities to school committees	Number of Districts delegating the manage - ment of maintenance and repair of facilities to school committees	Dinas records	District	0 districts (district funds) , 5 districts (national funds)	3 Districts	5 districts – district funds delegated to school committees	6 Districts		12 Districts		
Output 3.2: The number of classrooms in good repair increases in target sub districts	No. of classrooms in good repair	Dinas records	Sub District	Based data on sub-district plans (see actual columns)	Plans made in Phase 1 Sub-districts	Phase 1 Baseline data collected:3164 out of 4220 classrooms (75%) in good repair	Plans made in Phase 2 Districts. Increases by 5% on year 1 in Phase 1 Districts		Plans made in Phase 3 Districts. Increases by 5% on previous year in 1 & 2 Districts		
Objective 4: Work towards more adequate, equitable and efficient funding											
Output 4.1: Increased direct funding for school operations and maintenance from APBD	Percentage change in funding - between year comparisons of funding levels	District & Dinas records and plans*	District Disaggby type of school	From district budgets	Increases by 10% per year in Phase 1 Districts	Inceased by 71% (excluding Probolinggo, where figures were not comparable)	Increases by 10% per year in all Districts		Increases by 10% per year in all Districts		* Rupiah amount allocated for all schools from district APBD in MBE districts (including schools not supported by MBE)
Output 4.2 : More equitable funding to schools based on formula	District & Dinas have a documented approach to formula funding	District and Dinas records	District	0 districts	FF applied in 40% of districts (2)	2 districts	FF applied in 4 Districts		FF applied in 8 Districts		
PROJECT OBJECTIVE: STRENGTHEN THE POSITION AND ROLE OF LOCAL STAKEHOLDERS I N THE PLANNING, MANAGEMENT AND DELIVERY OF BASIC EDUCATION											
Project Outcome: MBE project schools meet criteria of having active functioning School Committee & increased community support	Number of project schools that meet all criteria*	School Monitoring Reports	Sub district	Not available	80 schools[8]	80 schools	160 schools		320 schools		* Implement School Based Management, have active functioning School Committee & increased community support

[8] The number of schools stated as implement ing certain practices under the monitoring indicators are projected numbers of schools based on the percentage of sampled school implementing the practice (see page 5 of the report).

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
IR 1.2: Increased community participation in the provision of education											
Objective 5: Develop models of school and community based planning and management											
Output 5.1: School Development Plan (RIPS) and Integrated School Budget (RAPBS) focused on quality improvement developed	Number of MBE schools with a School Development Plan (RIPS) and Integrated School Budget (RAPBS) meeting criteria*	School-level monitoring instruments	Sub District	0 schools	80 schools have RIPS and 70 schools have displayed RAPBS	86 schools 54 schools	160 schools have RIPS 140 schools have displayed RAPBS		320 schools have RIPS 280 schools have displayed RAPBS		* Both RIPS and RAPBS developed with community participation, regularly updated, publicly displayed (RAPBS), monitored by School Committe
Output 5.2: School principals provide instructional leadership to teachers	Number of MBE schools with a principal meeting criteria* of instructional leadership	School-level monitoring instruments	School	No examples observed	50 schools	44 schools	100 schools		200 schools		* Principal monitors teachers, Principal supports teachers' work/encourages innovation, Principal encourages all teachers to attend KKG/MGMP
Output 5.3: School principals provide leadership to the community	Number of MBE schools with a principal meeting criteria* of community le adership	School-level monitoring instruments	School	Low – precise figures not available	50 schools	40 schools	100 schools		200 schools		* Principal holds meetings with community/ parents to explain educational work of the school, Principal holds regular meetings with community to support/ encourage their participation
Output 5.4: Increased stakeholder satisfaction	Increased satisfaction expressed by parents, students and teachers with MBE inputs	Satisfaction surveys targeted to stakeholder groups	School a nd community	Not available – to be based on interviews	Baseline satisfact'n levels establish'd	75% of SMP/MTs students express increased satisfaction	Satisfact'n among all stake-holders shows improv't on 2005		Satisfact'n among all stake-holders shows impr ov't on 2006		Note: Staisfaction levels among teachers will be a critical indicator of implementation success and issues realted to MBS

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
Objective 6: Develop the role of the School Committee											
Output 6.1: School Committees will have been organised in all project schools and will be functioning according to set criteria	Number of MBE schools that have active and functioning School Committees meeting all criteria*	School-level monitoring instruments	Sub District	Not available	60 schools	83 schools	120 schools		240 schools		* Meets at least 4 times a year ; actively involved in school management and supervision
Objective 7: Increase the role of the community in target schools											
Output 7.1: Parental and community assist-ance to schools will have in creased in financial and in-kind terms	Number of MBE schools that meet criteria*	School-level monitoring instruments	Sub District	Increase based on data collected in baseline study	50 schools	61 schools	100 schools		200 schools		* Increase in in-kind contributions; increase in financial contribute-ons to school activities
Output 7.2: Community support of teaching and learning in schools will have increased	Number of MBE primary schools where parents help teachers regularly in at least one classroom	School-level monitoring instruments	Sub District	0 schoools	Parents assist in 10 primary schools	16 primary schools	Parents assist in 20 primary schools		Parents assist in 40 primary schools		
Output 7.3: Schools adopt active community strategy in maintaini ng and improving the school facilities	Number of MBE schools' School Committees - actively involved in maintaining and improving the school facilities	School Committee Minutes School-level monitoring instruments	Sub-District	n/a	50 schools	81 schools	100 schools		200 schools		
IR 1.3: Replication of local government best practices											
Objective 8: Improve the management of the dissemination of school development											
Output 8.1: Districts use their own resources to implement a program of dissemination of MBE approaches to additional sub districts and schools	No. of non-target schools trained No. of participants trained (disaggregated by role and gender)			Not applicable	District-level reports on non target schools trained	745 schools 745 principals 1150 teachers 830 community	District – level report on non target schools trained		District – level report on non target schools trained		

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
PROJECT OBJECTIVE: CONTRIBUTE TO IMPROVING THE QUALITY OF BASIC EDUCATION IN SELECTED DISTRICTS											
INTERMEDIATE RESULT AREA 2: IMPROVED QUALITY OF TEACHING AND LEARNING											
Project Outcome: Schools in project sub districts adopt PAKEM approach to quality improvement in learning and teaching	Number of schools in project sub districts that have adopted the PAKEM approach	Dinas education records	Sub District Disagg by type of school	0 schools	Adopted in 40 SD/MI; 4 SLTP/ MTs	88 schools	Adopted in 80 SD/MI; 8 SLTP / MTs		Adopted in 160 SD/MI; 16 SLTP/ MTs		
Project Outcome: Student learning achievement (LA) in core subjects impr oves over time	Number of project schools showing increase in students' learning achievement	Learning achievement tests	Agg: schoolDisaggby : gender type of school	See 2004 actual columns	Increase in 30% SD/MI Increase in 20% SLTP / MTs	Baseline data established	Increase in 30% SD/MI Increase in 20% SLTP / MTs		Increase in 30% SD/MI Increase in 20% SLTP / MTs		Experience indicates that progress in junior secondary schools (SLTP/MTs) will be slower than in elementary schools (SD/MI)
2.1: Better teacher performance as a result of in -service teacher training											
Objective 9: Develop models of improved teacher performance in classroom management practices											
Output 9.1: Teachers demonstrate evidence of planing that supports active learning in their clas sroom	Number and percentage of teachers presenting evidence of improved planning. (Teachers present evidence of at least two of the criteria*)		Sub District	Not available for phase 1 & 2 districts	Phase 1: 50% of SD/MI, 20% of SLTP/MTs have at least 2 classes with teachers meeting criteria	Not available	Phase 1 & 2: 60% of SD/MI, 30% of SLTP/MTs have at least 2 classes with teachers meeting criteria		All phases: 70% of SD/MI, 40% of SLTP/MTs have at least 2 classes with teachers meeting criteria		* Long-term teaching plans made; a recent, personally construct - ed, lesson plan that supports the imple - mentation of PAKEM; preparation (eg., teaching aids) that supports the imple - mentation of PAKEM

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
Output 9.2: Teachers demonstrate improved performance	Number and per-centage of teachers demonstrating at least two new behaviours in the classroom *	Observation records	School	0 schools	Phase 1 schools: 60% of teachers trained demon-strate behavoiurs	58% of teachers	Phase 1 and 2 schools: 70% of teachers trained demon-strate behaviours		Phase 1, 2 and 3 schools: 80% of teachers trained demon-strate behaviours		* Behaviours include use of pair/group work, asking non-recall questions, making and usingown teaching aids, helping students individually with tasks, adopting formative assessment methods and giving feedback to students
IR2.2: Better student and school performance											
Objective 10: Improve student performance											
Output 10.1: Active learning focused on developing students's competencies	MBE schools have classrooms t hat meet at least three criteria*:	School-level monitoring instruments	District	0 schools	Phase 1: 50% of SD/MI, 20% of SLTP /MTs have at least 2 classes	72% of SD/MI 70% of SMP/MTs	Phase 1 & 2: 60% of SD/MI, 30% of SLTP /MTs have at least 2 classes		All Phases: 70% of SD/MI, 40% of SLTP /MTs have at least 2 classes		* students's work is written in their own words, local learning resources are used, students encouraged to express their feelings, experiences and opinions, students participate actively: expe riments, discussions
Output 10.2: Improved student performance in specified classes and subject areas (literacy, numeracy, science, English (secondary only)	Increased number of students showing increase in learning achievements in specified classes and subject areas on MBE specific tests*	District Dinas education records	School & district	See 2004 actual column	Increase in MBE test scores	Baseline data for SD/MI established in 10 phase 1 and 2 districts	Increase in MBE test scores		Increase in MBE test scores		* Disaggregated by gender and school level/type

Objectives, Intermediate Results Areas, Outcomes, and Activities	Verifiable Indicators	Data Sources and/or Instrument	Levels of aggregation & disaggregation	Baseline Data	2004 Target	2004 Actual	2005 Target	2005 Actual	2006 Target	2006 Actual	Indicator Implementation Notes
Objective 11: Improve school performance											
Output: 11.1: Improvements in school / classroom environment	Number of MBE schools that meet at least three criteria of improvement*	School-level monitoring instruments	Sub District	0 schools	40 SD/MI, 4 SLTP/MTs have at least 2 classes with relevant improvements	54 SD/MI 22 SMP/MTs	80 SD/MI, 8 SLTP/MTs have at least 2 classes with relevant improvements		160 SD/MI, 16 SLTP/MTs have at least 2 classes with relevant improvements		* The school environment is neat and attractive, flexible seating arrangements are used, students's work is displayed, libraries are open regularly / reading corners are provided (SD/MI only) and used
Output 11.2: Reduced grade repetition rates	Number of students repeating grades is reduced	School-level monitoring instruments	School	To follow	Phase 1 & 2: Baseline establish'd	To follow	Phase 1 & 2: reduction reported		All Phases: reduction reported		

Annex 5. Inventory of Lessons Learned

Objectives, Intermediate Results Areas, and Outputs	Lessons Learned	Actions Taken or Proposed
PROJECT OBJECTIVE: HELP LOCAL GOVERNMENT TO IMPROVE THE EFFICIENCY AND EFFECTIVENESS OF THEIR BASIC EDUCATIONAL SERVICES		
INTERMEDIATE RESULT AREA 1: DECENTRALIZED MANAGEMENT AND GOVERNANCE OF SCHOOLS		
IR 1.1: Increased capacity of local governments to plan for and manage education services		
Objective: 1: Improve District level planning		
Output 1.1: Plans for the management of basic education services, based on school data are produced and updated annually for each sub district	District selection: Careful, demand -driven District selection into MBE contributes to the relatively rapid uptake of initiatives to improve education.	Action taken: Experience of District selection of MBE Phase 1 and 2 Districts has been replicated in Phase 3 Districts and communicated to consultants in the new Decentralized Basic Education project.
	District selection: MBE emphasis on developing and testing change strategies initially in strategically located central sub districts first rather than marginal, poorer areas, contributes to innovation and change.	
	Plans: The quality of existing data is poor, often lacks accuracy, and is not normally used for pl anning purposes. Updated plans that do exist are not strongly linked to previous plans or to longer -term strategic plans.	Action proposed: More direct assistance at Kab/Kota level on understanding the basis of reliable and valid data collection and its use for planning and monitoring purposes.
	Mapping: Processes of mapping can be strengthened by giving attention to the following factors: (1) the range and quantity of data collected needs to be strictly managed in relation to need and experience of each Di strict to ensure that irrelevant data is not collected and that the opportunity for good quality analysis and application is not compromised; (2) the focus must move from 'mapping' to 'mapping for planning purposes' and this requires more attention to pres entation and analysis (mapping alone has no function unless it is used for planning purposes).	Action proposed: Mapping approaches are to be reviewed, especially for Phase 3 Districts.
	Mapping: Mapping based on only two sub districts is not effective fo r district level planning which must include all sub districts and all schools.	Action taken and proposed: Support to districts is focused on principals of mapping that can be applied at District level and all schools and sub districts

Objectives, Intermediate Results Areas, and Outputs	Lessons Learned	Actions Taken or Proposed
	Baseline data: Bas eline instruments should be consistent with monitoring instruments.	Action taken: Baseline survey for Phase 3 Districts has been based on the MBE M&E framework. Action proposed: Instruments are being aligned to ensure consistency.
Objective 2 : Increase the efficiency of the use of resources (facilities and workforce)		
Output 2.1: School mergers occur where need to achieve efficiencies through mergers has been demonstrated	Efficiencies are being achieved through several different strategies including merg ers and closures.	Proposed: This output needs to be adjusted to reflect alternative strategies employed to increase the effective use of resources.
Output 2.2: Creation of multi-grade schools where need to achieve efficiencies through their creation has b een demonstrated	Creation of multi-grade schools requires the parallel professional development for teachers to undertake multi -grade teaching.	Action taken: Multi-grade teaching materials are being prepared to support training programs. Multi -grade traini ng program in Pacitan planned
Output 2.3: Deployment of teachers more closely related to students numbers		
Objective 3: Improve the management, maintenance and repair of buildings		
Output 3.1: Districts delegate the management of maintenance and repair of facilities to school committees	Giving school or school committee more authority to manage school maintenance produces better output than direct management by local government or giving it to private developer. However, in some cases, unclear relationsh ip between school committee and local government implies unclear accountability on the use of maintenance fund.	Action taken/proposed: Working with local government officials to refine and improve school maintenance practices.
Output 3.2: The number of c lassrooms in good repair increases in target sub districts	Government funding is needed to stimulate community participation in school repairs.	Action proposed: Expanding the target schools for rehabilitation fund, instead of expanding the amount of money per school.
Objective 4: Work towards more adequate, equitable and efficient funding		
Output 4.1: Increased direct funding for school operations and maintenance from APBD	School financial management system is required to support school accountability	Action proposed: Add school financial management system to MBE activities.

Objectives, Intermediate Results Areas, and Outputs	Lessons Learned	Actions Taken or Proposed
Output 4.2 : More equitable funding to schools based on formula	Districts implementing formula funding must ensure schools and their communities understand the formula and its appli cation to prevent misunderstandings/jealousies from emerging.	Action proposed: include principle in future formula funding training together with examples of good practice where the principle is being implemented.
	When the system has been put in place, t he next step should be expanding the amount of money allocated by that system	Action proposed: Working with local government to advocate increasing direct funding to schools.
PROJECT OBJECTIVE: STRENGTHEN THE POSITION AND ROLE OF LOCAL STAKEHOLDERS IN THE PLANNING, MANAGEMENT AND DELIVERY OF BASIC EDUCATION		
IR 1.2: Increased community participation in the provision of education		
Objective 5: Develop models of school and community based planning and management		
Output 5.1: School Development Plan (RIPS) a nd Integrated School Budget (RAPBS) focused on quality improvement developed with community participation will be annually updated and publicly available.	Preparation of RIPS has increased the level of community participation as well as community understan ding of administrative processes and needs of their schools which has led, in turn, to an improved level of willingness to participate and contribute to schools	Confirms validity and usefulness of a key MBE strategy for school improvement.
Output 5.2: School principals provide instructional leadership to teachers	Leadership from school principals is a key factor in individual schools. A common sign of effective instructional leadership is consistent educational development throughout the school with most or all classrooms showing similar signs of development. The style of leadership is important. Successful leadership is almost always signalled by its openness and inclusiveness. Leaders involve others including teachers and community members in decisions making, readily delegate authority to others and lead by example – not afraid of getting 'their hands dirty' by working in the classroom with students and teachers and with the community.	Action proposed: Documenting examples of good practice in leadersh ip for wider dissemination
Output 5.3: School principals provide leadership to the community	Leadership must be demonstrated by deploying strategies such as initiating community meetings to explain the new decentralized paradigm, involving resource person s from other schools/districts/institutions, and building community support 'infrastructure' such as parent's clubs. Note also observation above in 5.2 about style of leadership.	Action proposed: Documenting examples of good practice in leadership for wider dissemination

Objectives, Intermediate Results Areas, and Outputs	Lessons Learned	Actions Taken or Proposed
Output 5.4: Increased stakeholder satisfaction	Open and transparent planning and school financing is an important foundation upon which to build satisfaction.	
Objective 6: Develop the role of the School Committee		
Output 6.1: School Comm ittees will have been organised in all project schools and will be functioning according to set criteria	The role of School Committees in participating in District level planning and management can be strengthened by linking them to the Dewan Pendidikan as well as to the Dinas Pendidikan through the school (as has been done in Kabupaten Banyuwangi which has created a Forum Komunikasi Komite Sekolah for this purpose.	Action proposed: This administrative strategy is to be documented as an example of good p ractice for other districts to consider for their administrative structures.
Objective 7: Increase the role of the community in target schools		
Output 7.1: Parental and community assistance to schools will have increased in financial and in -kind terms	The level of community participation as well as community understanding of administrative processes and needs of their schools has led to an improved level of willingness to participate and contribute to schools	Confirms validity and usefulness of a key MBE strategy for school improvement.
Output 7.2: Community support of teaching and learning in schools will have increased		
Output 7.3: Schools adopt active community strategy in maintaining and improving the school facilities		
IR 1.3: Replication of local government best practices		
Objective 8: Improve the management of the dissemination of school development		
Output 8.1 : Districts use their own resources to implement a program of dissemination of MBE approaches to additional sub districts and schools	Dissemination needs to be phased according to local capacity and training needs to be of an appropriate length (it cannot be cut in half and have the same effect!)	

Objectives, Intermediate Results Areas, and Outputs	Lessons Learned	Actions Taken or Proposed
Output 8.2: Manage long term dissemination of MBE project innovation by supporting div erse dissemination strategies.	Dissemination must recognise that innovations need to be applied in an appropriate manner because of very different needs and contexts in other kab/kota and schools. Dissemination of project innovations needs to be supplemen ted by assistance to kab/kota and schools to devise strategies to support continuing change and development.	
PROJECT OBJECTIVE: CONTRIBUTE TO IMPROVING THE QUALITY OF BASIC EDUCATION IN SELECTED DISTRICTS		
INTERMEDIATE RESULT AREA 2: IMPROVED QUALITY OF TEACHING AND LEARNING		
2.1: Better teacher performance as a result of in -service teacher training		
Objective 9: Develop models of improved teacher performance in classroom management practices		
Output 9.1: Teachers demonstrate evidence of planing that supp orts active learning in their classroom	Teachers are doing their best to implement new ideas, but planning is influenced by government approaches to the new curriculum. These approaches remain unclear. Many teachers are not familiar with the new curriculum and have received no training in its concepts and implementation at all	Action taken: Workshops to introduce the new curriculu m, assessment and evaluation have been implemented together with programs of continuing support, mentoring and feedback.
Output 9.2: Teachers demonstrate improved performance	Teachers lacking in ideas for active learning.	Action taken: Facilitators and consultants encourage and support the sharing of lesson plans and thematic programs between teachers, schools and KKG.
IR2.2: Better student and school performance		
Objective 10: Improve student performance		
Output 10.1: Active learning focused on developing student's competencies	The introduction of new ideas should be modelled and effectively practiced by teachers with follow -up and monitoring by facilitators to ensure continued implementation.	Action taken: A 'bank' of good lesson plans, examples of effective thematic plans and successfu l active learning has been developed. Action taken: More specific subject -based workshops to address

Objectives, Intermediate Results Areas, and Outputs	Lessons Learned	Actions Taken or Proposed
Output 10.2 : Improved student performance in specified classes and subject areas (literacy, numeracy, science, English (secondary only)		
Objective 11: Improve school performance		
Output: 11.1: Improvements in school / classroom environme nt	Improved learning environments are contribution to observations of improved student motivation Viewing other schools for ideas and observation of changes made has been very successful.	Action proposed: Continued school visits, exchanges between schools and sharing of ideas and strategies through workshops and KKG.
Output 11.2: Reduced grade repetition rates		